

Evaluation of All Employed Personnel

10-55-701 (5) The board of trustees of a school district shall have written policies and procedures for regularly scheduled and timely evaluation of all employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his/her personnel files. Personnel files shall be confidential.

- a) **The evaluation system for licensed instructors used by a school district will include at a minimum the following standards:**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other



professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- b) The evaluation system for licensed administrators used by a school district will include at a minimum the following standards:**

Standard #1: Vision of Teaching and Learning. A school administrator facilitates the development, articulation, implementation, and stewardship of a school or district vision of teaching and learning supported by the school community in order to promote the success of all students.

Standard #2: School Culture and Instructional Leadership. A school administrator promotes a positive school culture, provides an effective instructional program, applies best practice to student learning, and designs comprehensive professional growth plans for staff in order to promote the success of all students.

Standard #3: School Management. A school administrator manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students.

Standard #4: Faculty, Family and Community Collaboration. A school administrator collaborates with faculty, families, and other community members, responds to diverse community interests and needs, including Montana American Indian communities, and mobilizes community resources in order to promote the success of all students;

Standard #5: Ethical Behavior. A school administrator acts with integrity, fairness, and in an ethical manner in order to promote the success of all students;

Standard #6: Social Context. A school administrator understands, responds to, and ethically influences the larger political, social, economic, legal, and cultural context in order to promote the success of all students;

